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ABSTRACT

Upon completion of this teaching module on reading, participants should be able to (a) define the process of reading, (b) define reading readiness, (c) describe the sight method of teaching, (d) list steps in the teaching of reading, (e) delineate one modification in an existing school reading program which can improve it, and (f) translate the module information into a viable form for teaching a child to read. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

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MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS

TTP 002.03 WHAT IS READING?

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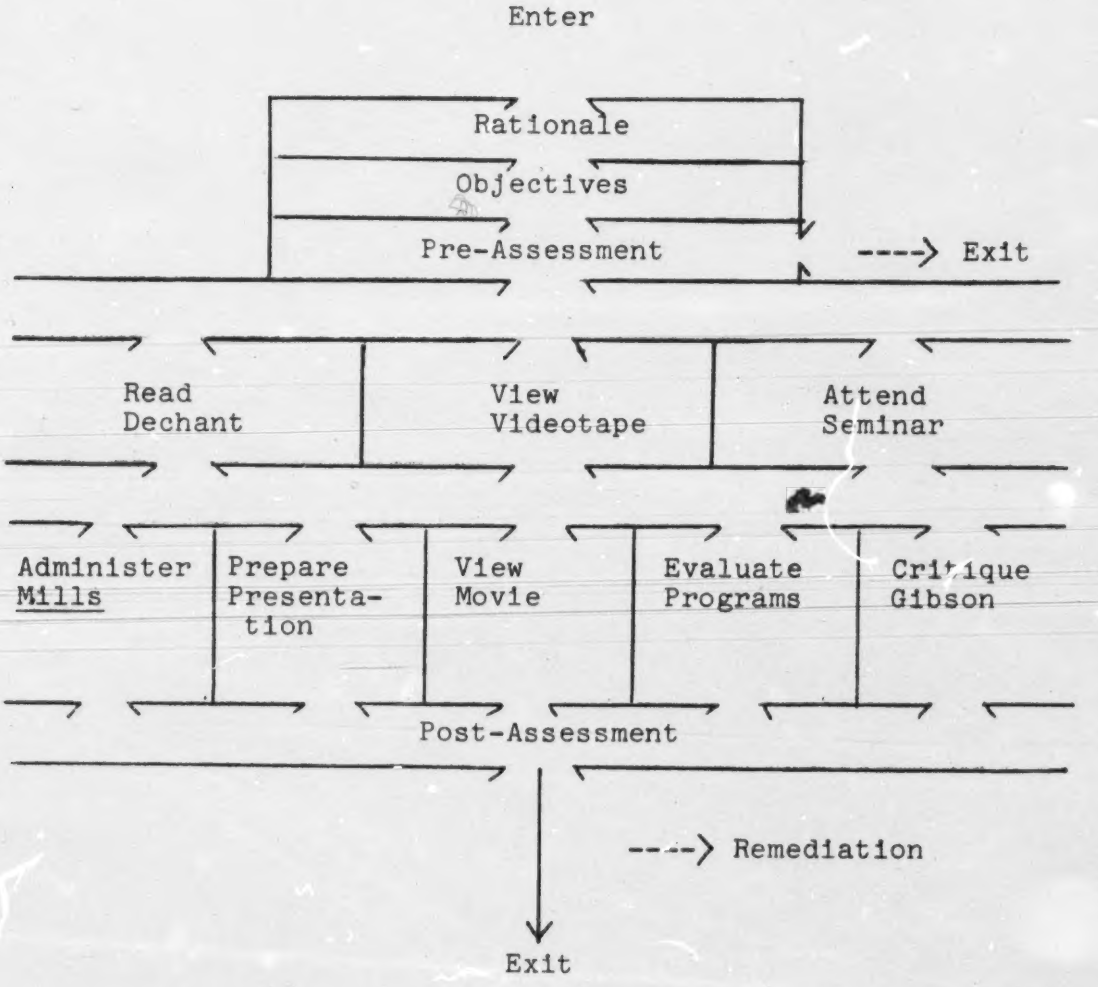
WHAT IS READING?



RATIONALE

The process of reading is not very well understood. Teachers need to know more about the developed skills of the fluent reader, the end product of the instructional process, as well as the process of acquiring these skills. But reading will never be completely understood until there is an understanding of all the perceptual, cognitive, linguistic, and motivational aspects of reading. Teachers of reading must dissect the process of reading as analytically as possible, to examine all parts and requirements of this complex process, and to gain insight into the difficulties which the child faces in learning to read.

Through a clearer understanding of what reading involves, the teacher will gain insight into what the child can do, as well as what he needs in order to learn to read.

Such an analytical study of the reading process will also result in teachers who are better equipped to evaluate the myriad of methods and materials which claim exclusive rights to the "proper" way to teach a child to read.

OBJECTIVES

Given a series of alternatives on the nature of the reading process, the participant will be able to:

define the process of reading

define reading readiness

describe the sight method of teaching reading

list the steps in the teaching of reading

delineate one modification in an existing school reading program, which will improve this program

translate the module information into a viable form for teaching a child to read.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

Directions: Answer the following questions according to the directions noted in each:

I. Define the process of reading.

II. Define reading readiness.

III. Describe the look-say (sight) method of teaching reading.

IV. Describe the phonic method of teaching reading.

V. What are the actual steps in the teaching of reading?

VI. Defend or attack the following statement:

> There is little basis for assuming that the school can prevent a substantial number of reading failures among pupils.

I. Required: participant must select one of the options below:

A. Read pages 10 - 25 of Dechant, Emerald, "The Nature of the Reading Process," Improving The Teaching of Reading. (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1964).

Activity: Complete the study guide questions below.

1. Discuss the implications of Gray's description of the reading process on the teaching of reading.

2. What are the implications of the general findings of the study by Taylor, Frankenpohl, and Pettee?

3. Is it desirable to develop the eye movements of the reader? Why or why not?

4. Discuss the various levels of definitions of reading.

5. What is the relationship between degrees of comprehension and experiential background?

6. Compare a child's development of a percept of "chair" with his perception of the word "cat."

7. Reading is said to be a thinking process. Find four reading passages that illustrate the thinking process of analysis-synthesis, problem solving, inference and organization.

8. Discriminate between thought-unit reading and the suggestion that the child should learn to read two or three words per fixation.

B. View the video-tape "Back to the First Grade Again."

Activity: Complete the study guide questions below.

1. In what way is beginning to learn to read, as illustrated in the video-tape different from what you thought it was?

2. What technique did you learn to use in unlocking strange printed words independently? Of what help is context? Of what help are letter sounds?

3. Can you read the following words when you see them out of context:

bass, bow, does, dove, lead, live

4. How are you able to recognize the underlined words when you read them in the following sentences?

   a. When Johnny saw the tears in his coat, tears came to his eyes.

   b. I read the book last night. You can read it today.

   c. I can live until I find a live lizard.

5. When you were unlocking strange words during the video-tape demonstration, how much easier do you think your task would have been if you had learned the sounds with which the symbols for the vowels are associated?

6. Which, if any, of the twenty-four different words presented in the video-tape did you learn to recognize quickly? What could you do to become so familiar with the others that you could recognize them instantly?

7. What weakness did the authors of the video-tape assign to the use of the sight method? To the use of the purely phonic method?

8. Describe briefly the method recommended by the authors of the video-tape.

C. Attend teacher lectures/demonstrations on "The Nature of the Reading Process."

Activity: Lecture Outline

1. Session I - Introduction

   a. Understanding reading

   b. Communication and information

   c. Language and reading

   d. The acquisition of language

2. Session II - Learning to read
   a. Learning: habits
   b. Learning: knowledge
   c. What the eye tells the brain
   d. What the brain tells the eye
3. Session III - Learning to read: continued
   a. Letter identification
   b. Word identification
   c. Phonics and mediated word identification
4. Session IV - The identification of meaning
   a. Reading for meaning
   b. Language and uncertainty
   c. The use of redundancy
5. Session V - Demonstration
   a. Cognitive versus prototypal approaches to the teaching of reading

II. Optional: participant may select options below for extra credit.

A. Administer the Mills Learning Rate Test to at least two students (either kindergarten or remedial reading students).

B. Prepare a one-hour presentation entitled "Reading Readiness Tests." In this presentation include a discussion of the following tests:

1. American School Reading Readiness Test, Public School Publishing Company, Bloomington, Ill.

2. Gates Reading Readiness Test, Bureau of Publications, Teachers College, Columbia University, New York.

3. Lee-Clark Reading Readiness Test, California Test Bureau, Los Angles, California.

4. The Metropolitan Readiness Test, World Book Company, Yonkers, New York.

5. Murphy-Durrell Diagnostic Reading Readiness Test, World Book Company, Yonkers, New York.

C. View and critically evaluate one of the following movies:

1. "Reading for Beginners: word shapes"

2. "Reading for Beginners: word sounds"

3. "Reading Signs Is Fun"

D. Examine and evaluate at least two Basal Reading Programs.

E. Read and prepare a critique on the following book:

Gibson, James and James Hall. Damn Reading. (New York: Vantage Press, 1969).

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each:

I. Define the process of reading.

II. Define reading readiness.

III. Describe the look-say (sight) method of teaching reading.

IV. Describe the phonic method of teaching reading.

V. What are the actual steps in the teaching of reading?

VI. Assume that you are assigned the task of improving the teaching of reading in your city, state or school and you can eliminate or modify one school practice which is now prevalent. What would be your recommendation? Why?

VII. What did you learn in this module that you think would be useful in beginning to teach a child to read (or working with a remedial reading student)?

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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